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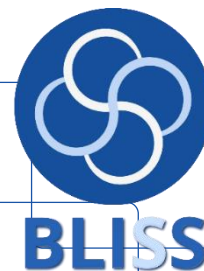
LTT C1 on Blended learning module 3: Community of Inquiry (CoI) and constructivist approach to teaching and learning

Fredrik Enoksson, 2023-02-02

Erasmus +: BLISS

Blended Learning Implementation for reSilient, acceSsible and efficient higher education

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Agenda

First part

- Recap of the Community of Inquiry and creating questions for the second part

Second part

- Discussion with Stefan Stenbom on the Community of Inquiry

Third part

- Interactive lecture on how to design digital (educational) meetings based on the Community of Inquiry

There will be at least one break

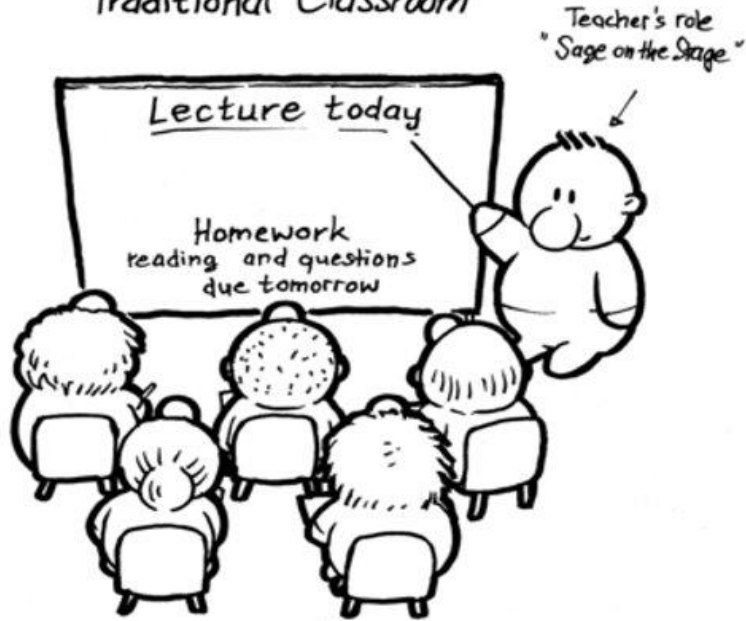


Three perspectives of teaching and learning

- The **individual student** perspective
 - The **teacher** perspective
 - The **group** perspective (or the community perspective)
-

Role of the teacher

Traditional Classroom



Sage on the Stage

Flipped Classroom



Guide on the Side



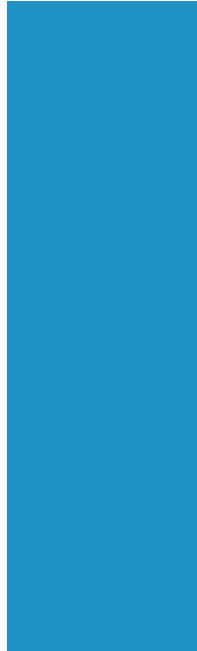
Learning as a social process

- Learning is a social process where we observe and interact with our surrounding
 - However, aim is "individual" in the sense that the student construct ones own interpretation and understanding.
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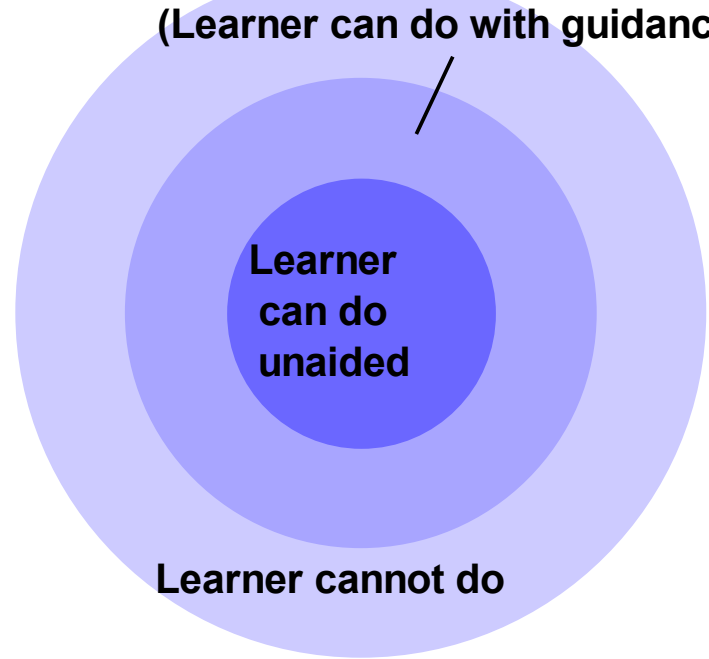


Scaffolding and Zone of Proximal development

ILOs



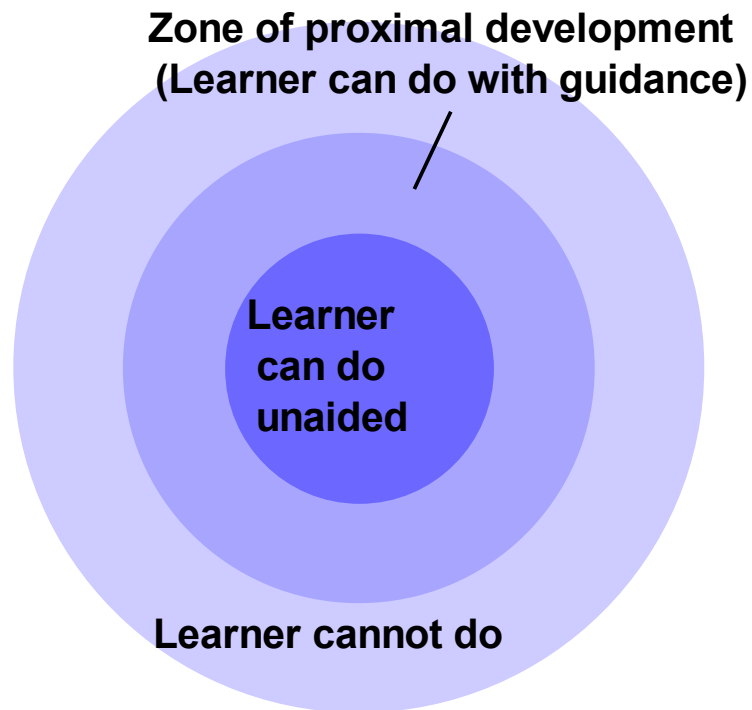
Zone of proximal development
(Learner can do with guidance)



Learner
can do
unaided

Learner cannot do

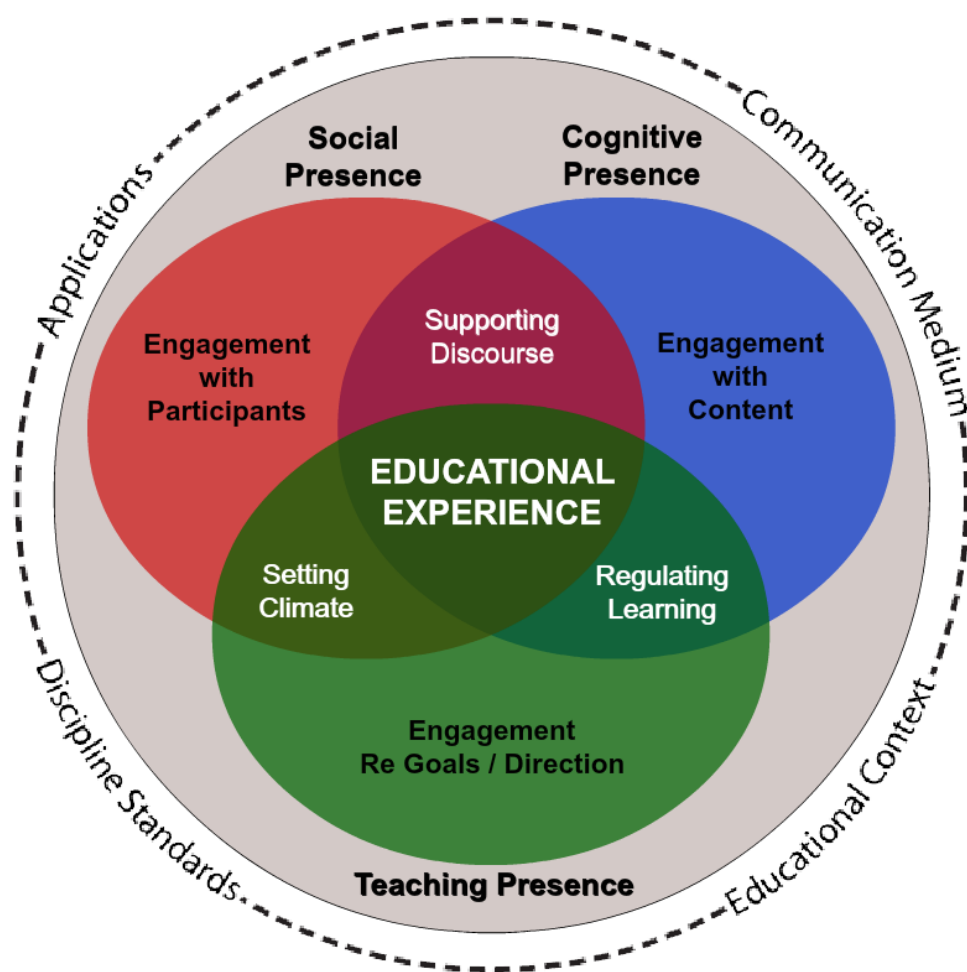
Scaffolding and Zone of Proximal development





Teacher roles

- Design and facilitate (worthwhile) learning activities
 - Facilitate student's learning process
 - Sharing content knowledge
 - Assessing students' performances
-





Cognitive Presence

The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.

Teaching Presence

The design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

Social Presence

The ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities” (Garrison 2009, p. 352)



Teaching presence

Design and
organisation

Facilitation

Direct
instruction



Social presence

Group
cohesion

Open
communication

Affective /
Personal



The phases of cognitive presence

Triggering
event

Exploration

Integration

Resolution



Our questions to Stefan Stenbom

How to work with social presence in large student groups?
- How do you make the teaching more interactive in such settings? Efficient/worthwhile

Motivational aspects?

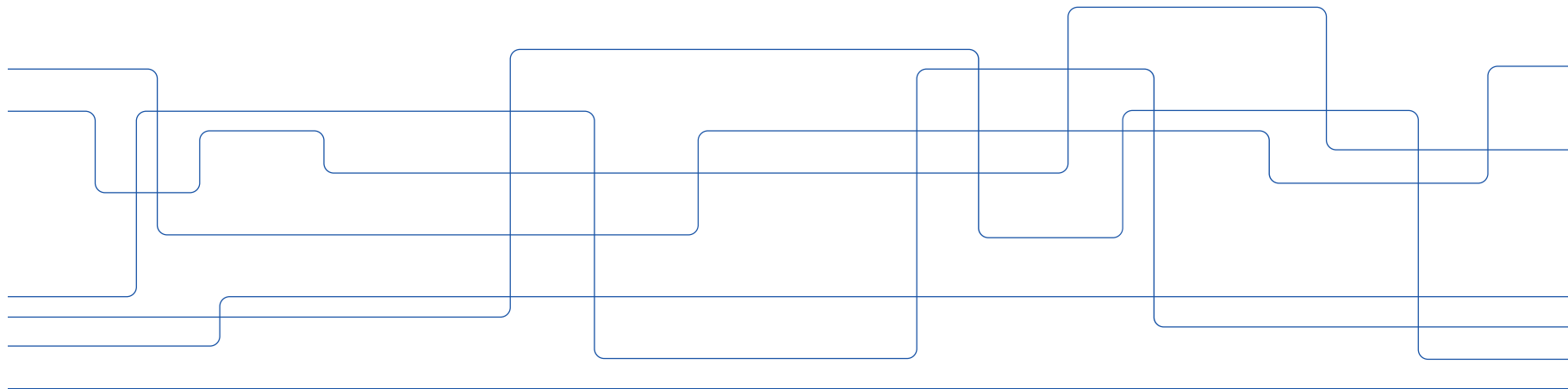
How to work with triggering event? How can you make something exciting (or get student excited)

Difference of social presence online and face to face



Digital educational meetings

Fredrik Enoksson





Remote Emergency Teaching, during pandemic

- Emergency response – move everything online!
 - No time for adaption to new medium
 - Lectures were moved online with little or no adaption
 - Students didn't turn on their cameras
 - Teacher felt they were talking to a wall
 - Not all teacher had a good enough microphone
 - Painful for the students to listen to low quality sound
 - More?
-



Challenges in synchronous online learning

- The affordance of a virtual room vs a physical room
 - Students turning passive earlier
 - Little or no interaction between students
 - Not really possible to talk to the one sitting next to you
 - More?
-



What is a digital educational meeting?

"an activity where teachers and students engage and interact synchronously but at a distance to reach learning outcomes, using telecommunication technologies and collaboration tools" (Enoksson & Stenbom, 2023)



What is a digital educational meeting?

- **Synchronously but at a distance.** Participants attend simultaneously but at different places.
 - **Engage and interact.** The purpose of synchronous activities should be (following the notion of a community of inquiry) to enable collaborative discourse and not be limited to one-way, traditional content delivery.
 - **To reach learning outcomes.** The meeting is a learning activity with intended outcomes (e.g., part of a course).
 - The activity is mediated through **telecommunication technologies**. Standard modes for communication are audio, video, and chat. A digital meeting can also include collaboration tools for text, shared screen, shared digital whiteboard, etc.
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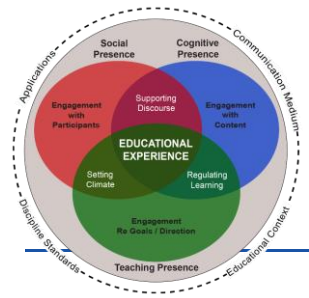
Teaching presence

Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

Design & Organization

Facilitation

Direct Instruction





Teaching presence categories in the light of synchronous learning activities

Design & Organization

The planning/preparing a synchronous learning activity.

The selection of tools and materials to using in the learning activity.

The organization and leadership of carrying thru the learning activity.

Setting the learning climate.

Facilitation

The support and guidance provided for learners to prompt their learning processes.

The encouragement of student's active engagement.

Monitoring/diagnosing student's understanding of a topic and providing feedback.

Encouraging, acknowledging, or reinforcing student contributions.

Direct instruction

The sharing of subject knowledge.

Present content/questions.

Confirm understanding through assessment and explanatory feedback.



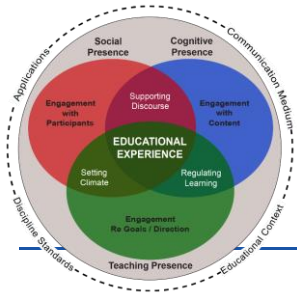
Social presence

The ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities” (Garrison 2009, p. 352)

Open communication

Group cohesion

Affective / personal





Social presence categories in the light of synchronous learning activities

Open communication

Create opportunities for students to communicate.

Balance the "air-time" wisely between you and your students

Cohesion

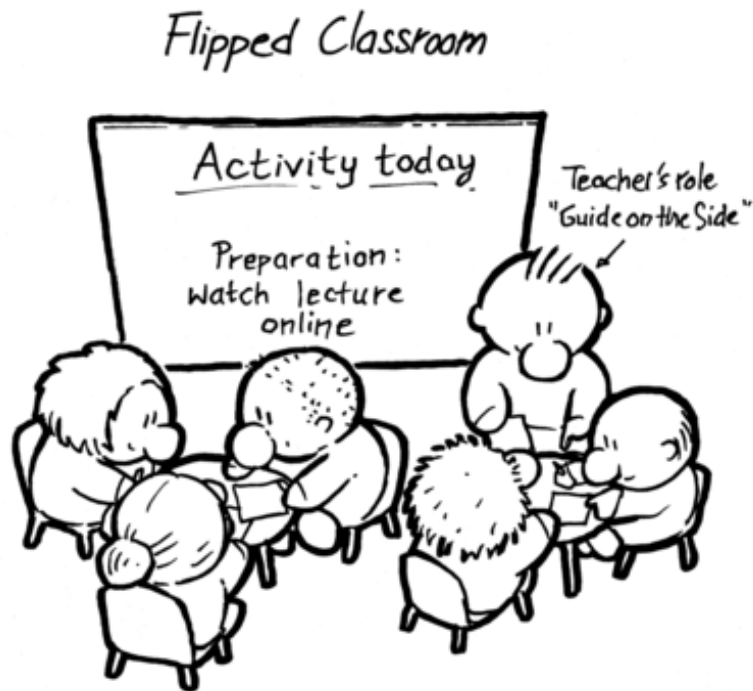
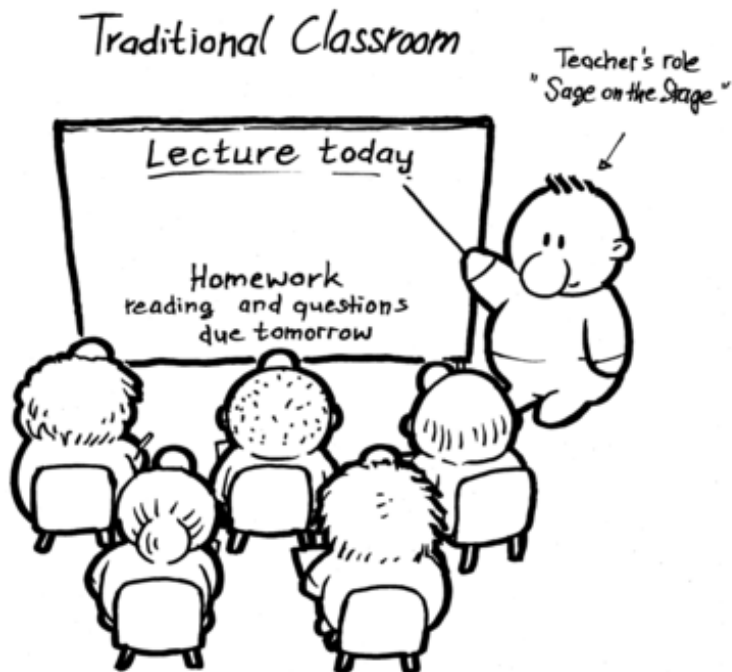
Include exercises where the group cohesion is strengthened.

Use study groups

Affective / Personal

Create opportunities for everybody to be as personal as they want to be

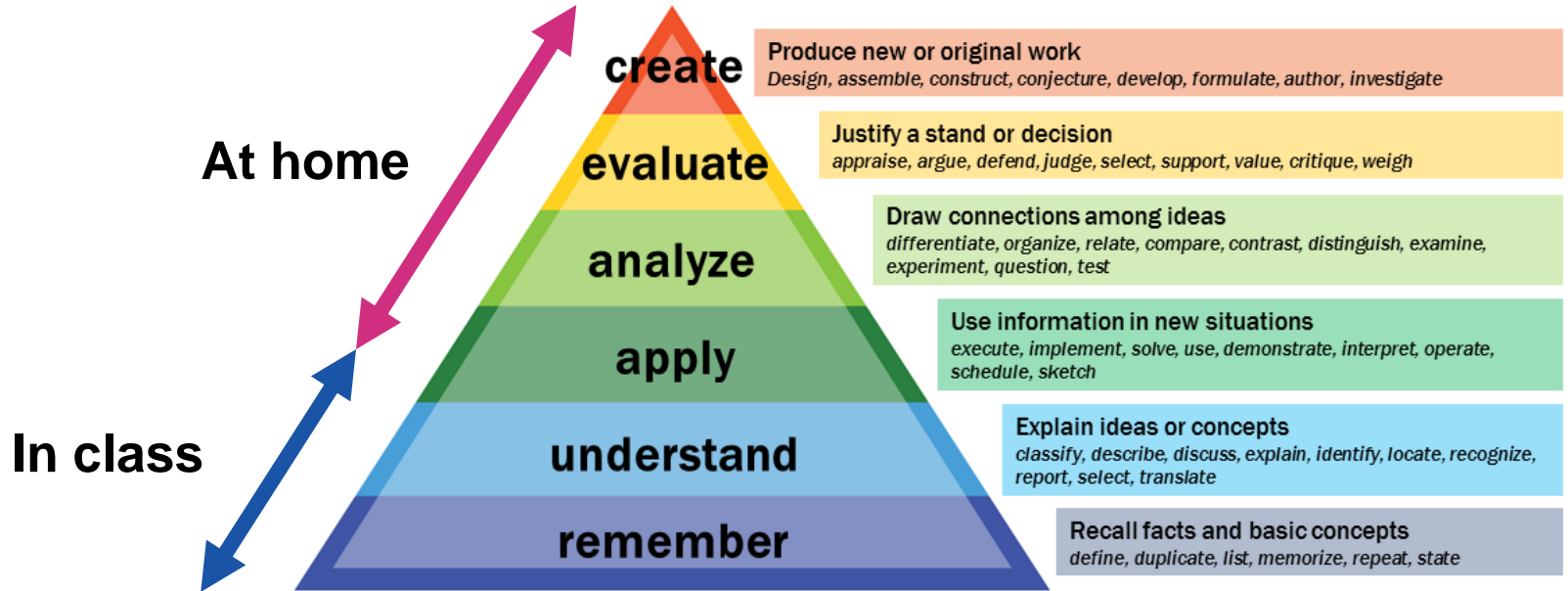
Flipped Classroom a version of BL





Traditional course design and Bloom's taxonomy

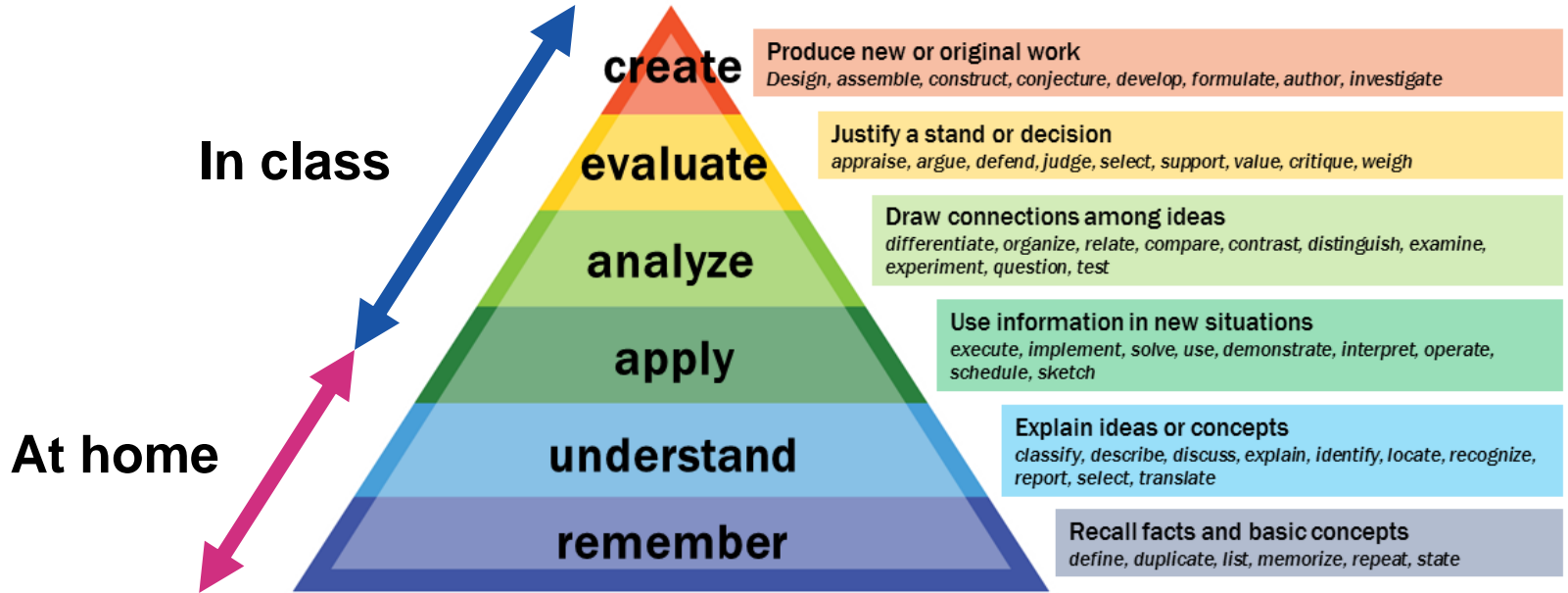
Bloom's Taxonomy





Flipped course design and Bloom's taxonomy

Bloom's Taxonomy

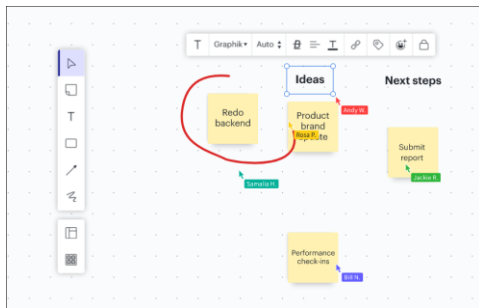




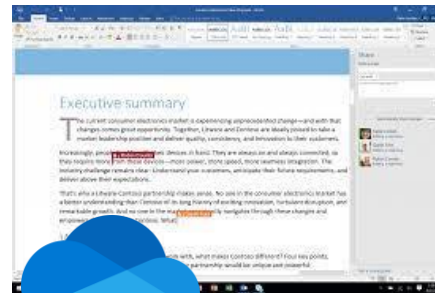
Web meeting tools



Mentimeter



* Lucidspark



Tools with KTH license



padlet

